Unit 0: Orientation

How to complete COMP 266 successfully.

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Course:	Computer Science 266: Introduction to Web Programming (Revision 3)
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Overview

COMP 266 is designed to teach beginners how to program for the Web in HTML and JavaScript. By taking this course, you will not only acquire some IT skills (much-needed on the job market), but also gain some essential insights into computer programming in preparation for future computing courses.

Mostly about Programming in JavaScript

Although you will be learning some web page design techniques—HTML and CSS that will enable you to create and manipulate web pages—the primary focus of this course is on programming and software construction. The bulk of the work will be coming to grips with the JavaScript programming language and learning to apply it in the production of dynamic web pages.

General Approach and Teaching Methods

To learn in this course, you will construct a dynamic website with a theme and purpose of your choosing. Starting from your own design, you will make a basic web page; then you move on to making it look beautiful, and from there to adding functionality with JavaScript coding, JavaScript libraries, and (finally) the services of external websites like Twitter, Google, and Facebook.

You will demonstrate what you have learned in a portfolio that includes your website, a reflective learning diary, a document that maps your activities to the course outcomes, and any other supporting evidence.

Course Materials

There is no textbook. We will make extensive use of externally hosted tutorials and resources, providing you with a structured process for navigating such sites and offering plenty of help and feedback along the way, as and when you need it.

You will use the Moodle course site (where you are now) to read the study guide, do the self-tests, and submit your portfolio; the Athabasca Landing to write a reflective learning diary blog and interact with peers; and a SCIS web space to construct a website.

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Learning Outcomes

As mentioned, assessment for this course is based on an electronic portfolio of evidence that you will submit. You will explicitly describe and demonstrate how and to what extent you have met the learning outcomes for the course. Evidence includes the website you produce and the reflections that you are required to write along the way. You may also incorporate any other relevant evidence, such as the help you have given to others, the resources you have shared, and even your contributions to external sites and communities.

All the work you do on your website must be mapped to the work that you do for Unit 1. Here you will specify the purpose, intended uses, intended users, and usage scenarios for your site, as well as a rough design.

By the end of this course, you should be able to (click each learning outcome to show or hide further explanations)

- apply a structured approach to identifying needs, interests, and functionality of a website.
- design dynamic websites that meet specified needs and interests.
- write well-structured, easily maintained, standards-compliant, accessible HTML code.
- write well-structured, easily maintained, standards-compliant CSS code to present HTML pages in different ways.
- use JavaScript to add dynamic content to pages.
- critique JavaScript code written by others, identifying examples of both good and bad practice.
- select appropriate HTML, CSS, and JavaScript code from public repositories of open-source and free scripts that enhances the experience of site visitors.
- modify existing HTML, CSS, and JavaScript code to extend and alter its functionality, and to correct errors and cases of poor practice.
- write well-structured, easily maintained JavaScript code following accepted good practice, including
    - general appearance and form: commented, properly laid out, appropriate capitalization
    - structure: modular, using functions and objects effectively
    - standards-compliant
    - accessible
- write JavaScript code that works in all major browsers (including IE, Mozilla-based browsers such as Firefox, Opera, Konqueror, Safari, Chrome).

- effectively debug JavaScript code, making use of good practice and debugging tools.
- use JavaScript libraries (e.g., JQuery) to create dynamic pages.
- use JavaScript to access and use web services for dynamic content (AJAX, JSON, etc.).

☞Less is more! This seems like a lot to learn, but if you go diligently step by step, you will be surprised at how well you progress. If you have to choose between doing it well and doing more—*do less well*. The point of this course is to lay a sound foundation for future learning.

 Bookmark this page on the Landing

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Outline

The course is delivered in eight units that provide a path from the basics through to advanced web page technologies. Each unit's activities have a weight with respect to the final grade for your portfolio.

Unit 0 Orientation plan

This unit has the information you need to successfully complete COMP 266.

Unit 1 Site Design plan

Identify the audience, purpose, uses, and structure of your site. This is the basis for all the units that follow, each of which will relate explicitly to the personas, scenarios, and purposes that you create here.
Weight: 10%

Unit 2 HTML Site Building build

Learn the elements of HTML, using it to add content to your original design in the form of web pages.
Weight: 15%

Unit 3 CSS Site Styling build

Apply styles to improve the look, feel, and functionality of the content developed in Unit 2 as well as prepare for the programming you will learn in later units.
Weight: 15%

Unit 4 Script Use and Augmentation

Find appropriate snippets of JavaScript code and to adapt them to work with your site as well as learn to read and critique JavaScript code.
Weight: 10%

4 - 7 is programming

Unit 5 Writing JavaScript

This is by far the largest unit of the course, requiring you to add functionality to your site using JavaScript code that you have created yourself. It requires you to become proficient in the use of JavaScript commands, objects, functions, and tools. Topics addressed include loops, iterations, variables, arrays, objects, functions, regular expressions, events, manipulating the DOM, and recursion.
Weight: 30%

Unit 6 Using Libraries

Extend the functionality of your site using external libraries such as JQuery.
Weight: 10%

Unit 7 Using External Site Data

Use data from other sites to build mashups using AJAX to access APIs provided by those sites.

Weight: 10%

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Suggested Study Schedule

You have six months to complete COMP 266, but it is a good idea to plan to finish before that—leave some room for unforeseen delays or difficulties. To help you pace yourself, we have provided a suggested 20-week study schedule that you can modify to fit your needs.

Click here for a Word version of the study schedule to download.

Click here for a PDF version of the study schedule to download.

Week	Activity
1	**Unit 0 Orientation** • Complete the Unit 0 activities—start to plan your course of action. • Review the Portfolio requirements. • Set up your Learning Diary blog in the Landing and write your first reflections. • Optional—start making connections with other COMP 266 students on the Landing. • Set up your website in the SCIS web space provided.
2–3	**Unit 1 Site Design (10%)** • Complete your site design plan with specific personas, scenarios, and purposes. • Record your design plan in your Learning Diary blog. • Map your Unit 1 activities to the appropriate outcomes. • Optional—add your comments, suggestions, and questions to Landing discussion forums and peers' blogs. • Optional—add any helpful links you find using the Bookmarks tool on the Landing.

4–6	**Unit 2 HTML Site Building (15%)** • Complete the Unit 2 activities, adding content to your original design in the form of web pages. • Record your observations in your Learning Diary blog. Make the relationship of your Unit 2 activities to your Unit 1 plan explicit. • Map your Unit 2 activities to the appropriate outcomes. • Optional—add your comments, suggestions, and questions to Landing discussion forums and peers' blogs. • Optional—add any helpful links you find using the Bookmarks tool on the Landing.
7–9	**Unit 3 CSS Site Styling (15%)** • Complete the Unit 3 activities, apply CSS styles to improve the look, feel, and functionality of the content on your website. • Record your observations in your Learning Diary blog. Make the relationship of you Unit 3 activities with your Unit 1 plan explicit. • Map your Unit 3 activities to the appropriate outcomes. • Optional—add your comments, suggestions, and questions to Landing discussion forums and peers' blogs. • Optional—add any helpful links you find using the Bookmarks tool on the Landing.
10	**Unit 4 Script Use and Augmentation (10%)** • Complete the Unit 4 activities, finding appropriate snippets of JavaScript code and to adapting them to work with your site as well as learning to read and critique JavaScript code. • Record your observations in your Learning Diary blog. Make the relationship of you Unit 4 activities with your Unit 1 plan explicit. • Map your Unit 4 activities to the appropriate outcomes. • Optional—add your comments, suggestions, and questions to Landing discussion forums and peers' blogs. • Optional—add any helpful links you find using the Bookmarks tool on the Landing.

11–15	**Unit 5 Writing JavaScript (30%)** • Complete the Unit 5 activities, becoming proficient in the use of JavaScript to add dynamic content to your website. • Record your observations in your Learning Diary blog. Make the relationship of you Unit 5 activities with your Unit 1 plan explicit. • Map your Unit 5 activities to the appropriate outcomes. • Optional—add your comments, suggestions, and questions to Landing discussion forums and peers' blogs. • Optional—add any helpful links you find using the Bookmarks tool on the Landing.
16–17	**Unit 6 Using Libraries (10%)** • Complete the Unit 6 activities, using JQuery to extend the functionality of your site. • Record your observations in your Learning Diary blog. Make the relationship of you Unit 6 activities with your Unit 1 plan explicit. • Optional—add your comments, suggestions, and questions to Landing discussion forums and peers' blogs. • Optional—add any helpful links you find using the Bookmarks tool on the Landing.
18–19	**Unit 7 Using External Site Data (10%)** • Complete the Unit 7 activities, using data from other sites to build mashups using AJAX to access APIs provided by those sites. • Record your observations in your Learning Diary blog. • Map your Unit 7 activities to the appropriate outcomes. Make the relationship of you Unit 7 activities with your Unit 1 plan explicit. • Optional—add your comments, suggestions, and questions to Landing discussion forums and peers' blogs. • Optional—add any helpful links you find using the Bookmarks tool on the Landing.
20	• Compile your portfolio following the instructions on the Portfolio link on the course home page and submit it for evaluation by the markers.

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Introduction: How Learning Happens Here

This is a problem-based course. We give a structured learning process that we require you to follow, detailed information about what you need to be considered competent in the topic, and lots of mechanisms for support when you need it. Otherwise you have free rein over what you do and how you do it.

Every student in this course will do something quite different from every other and take different paths to reach similar goals. Like most undergraduate AU courses, COMP 266 affords you freedom over when you work, where you work, and how you pace your learning. But it doesn't end there:

- The freedom extends to the resources that you can use to help you learn. There is no set text, no required reading, no fixed resources, but there is plenty of help in finding resources to help you along the way, and

we encourage you to contribute to those resources by sharing helpful things you find.

- The freedom extends to what you create: you will be building a website throughout the course, and, as long as it is a dynamic website and involves nothing illegal or offensive, you can make it about anything you like and for any purpose.
- The freedom extends to how you engage with others. You will have many opportunities to share with others and, if you like, to engage in dialogue and cooperative work. It is not essential to success that you do this, but a lot of evidence suggests that those who do share with and communicate with others are more likely to be successful. You can engage with others as much or as little as you wish.

The process is designed according to pedagogical principles that should enable you to easily climb the learning ladder, challenging you at every stage but not, we hope, overstretching you. The knowledge you achieve at the end of all of this should be current, relevant, and useful. Most importantly, you should be very well equipped to continue to learn and extend your knowledge indefinitely.

Don't forget that other people are out here in cyberspace to support you, and others may have run into the same problems and solved them. So do spend plenty of time exploring discussions and links that are already on the the Landing, and if they don't help, ask questions.

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Learning to Be a Web Programmer versus Learning to Pass the Assessment

We recognize that for some students, the most important reason for taking this course is to become a competent web programmer whereas for others, the more important goal is to obtain the credits. For most students, there will probably be a balance between the two motivations. Where possible, we have designed this course so that you cannot pass the assessments without knowing how to be a web programmer—we have aligned the outcomes with the learning process so that (whether you are focused on competence or grades) you should wind up being a good web programmer. In general, though, we assume that you want to become proficient in the area rather than simply doing as little as possible to achieve the grades, and the exercises and methods we use are all oriented in that direction.

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Demonstrating Competence

The question in most students' minds will be *What do I need to do to pass this?* The answer is *Demonstrate your competence* in all cases.

But what does it mean to be competent?

The simple rule of thumb is that if you do not yet know the answer to that question for any given competence, then you need to learn more. Throughout the course you will have opportunities to examine, critique, and reflect upon the work of others, whether an external site or the work of other course members. By doing that and engaging in dialogues with experts and non-experts, you will come to realize what *competence* means and to judge yourself in comparison with others. To help you, we have given broad criteria for success in each unit of the course, and your tutor is there to give you feedback.

Assessment for this course is based on an electronic portfolio of evidence that you will submit. You will explicitly describe and demonstrate how and to what extent you have met the learning outcomes for the course. The portfolio will include

- the website you produce as you proceed from Unit 1 through Unit 7.
- the reflections that you are required to write along the way.
- a document mapping your activities to the desired course outcomes.
- (optional) any other relevant evidence, such as the help you have given to others, the resources you have shared, even your contributions to external sites and communities.

Each unit is assigned a weight relative to the final portfolio grade although a mark is not explicitly given for any of the units. All of the units are essential, and marks will be lost for not completing them. Unit 1 is especially vital because it forms the basis of all the assessed work that follows. **Any work you do, no matter how good, will not be marked unless its relationship to the plan you make in Unit 1 is made explicit.**

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Plagiarism and Collusion versus Re-use and Cooperation

We greatly encourage sharing and cooperation on this course and applaud intelligent re-use of code, etc., but we expect very high standards of care and attention to the avoidance of plagiarism and collusion. Like all courses at AU and elsewhere, representing the work of others as your own, even when unintentional or inadvertent, is considered to be academic misconduct and will be dealt with very severely.

We strongly encourage re-use of other people's code and we are quite happy for you to work with other course members on solving problems and creating code, but **it is essential that you always make it absolutely clear that this is what you have done** and properly acknowledge the work of others, or give credit where you have been helped by or have modified the work of others. At worst, you will not be penalized for re-using work as long as it is properly acknowledged and cited. At best, you will gain marks for intelligently and reflectively re-using code or seeking help when it makes sense to do so.

In this industry no one is an island—it is really important to learn to work with, help, and get help from other people, and we all build on the work done by others: we very much want you to do that. What we don't want is for that work to go unacknowledged.

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Assessment: Your Portfolio

Assessment is inseparable from the course process: as you complete the required activities, you will provide evidence that you have met the learning outcomes through the work you do, the interactions you have with others, the reflections you write, and so on.

This method is designed to give you as much freedom as possible in how you engage with the course. If you just want to knuckle down and get it done without interacting with others in the course, you can do so. If you want to help others, share your work, explore new avenues, and integrate the learning with your prior experience and future intentions, you can do so.

The only thing we ask of you is to follow the process and provide us with evidence that you have succeeded. If you are not sure, there will be plenty of opportunities for feedback and help along the way.

Your final grade for the course will be based on a single portfolio that you present at the end of the course to demonstrate your competence in the areas studied. As noted earlier, this must include

- the website you produce as you proceed from Unit 1 through Unit 7 (note that we require you to save an archive of each iteration at the end of each unit).
- the reflective learning diary that you are required to write along the way.
- a document mapping your activities to the desired course outcomes.
- (optional) any other relevant evidence, such as the help you have given to others, the resources you have shared, and even your contributions to external sites and communities.

You will upload your file archive to the Portfolio link on the Moodle course home page.

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How Your Portfolio Is Marked

Your portfolio will be examined by, at least, the coordinator of the course and, in many cases, by one or more other tutors: we moderate a significant portion of the marking to ensure parity and fairness.

- ☞Failure to create a learning diary entry for any unit will lead to an automatic deduction of 50% of the marks for that unit which, unless you have achieved 100% in that unit, will mean that you will have failed it. Submitting a learning diary entry late (i.e., after starting work on the next unit) will result in a reduction in marks for that unit of 10% for the first unit skipped, 20% for the next, and so on in 10% increments up to a maximum of 50%.

- ☞Markers will use your mapping of your course activities to the learning outcomes to assess the quality of your work and will not necessarily consider any other evidence: it is very important that you provide adequate mappings to give sufficient evidence of having met the outcomes.

Fully meeting the outcomes is not enough to gain a high grade although it may assure a pass: to do well, your work must be of a sufficient quality and quantity to meet the grading criteria.

We may, at our discretion, use automated or semi-automated tools to check work for plagiarism. Remember that we encourage re-use where appropriate and, as long as it is properly attributed to the original author, will reward you for doing this well. However, if you *fail* to properly acknowledge the work of another or use someone else's work while pretending it is your own, we will take strong action according to the policies of Athabasca University, which can vary from a loss of marks in very mild cases to permanent expulsion from the University where intentional fraud has occurred.

Note that, for those assignments and parts of assignments where we *require* you to produce your own work, it is not wrong to use the properly attributed work of others, but you will not get many marks for doing so!

The marker(s) will look your mappings and the evidence you supply, which will include your own assessment of what you believe your grade should be. Where he or she agrees with your self-assessment, the mark will stand. If the marker disagrees with your self-assessment, he or she will provide a reason for the disagreement as feedback.

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Course Grading Criteria

Detailed grading criteria are given for each unit, but this is the general rubric we will follow. Note that the criteria below apply to the *end point*; while your work is in progress, we will look for skill in problem solving, analysis and/or synthesis, making effective use of technologies and/or methods to achieve the intended outcomes for the desired audience.

Grade	Criteria
A	You have done everything we require brilliantly and gone beyond requirements and expectations in creativity, problem solving, analysis, and/or synthesis. A professional-level piece of work of which we and you should be proud.
B	You have done everything we have asked of you very well with no notable flaws. A very good piece of work that nears a professional level and matches our aspirations for you.
C	You have mostly done what we want, but there are some weaknesses here and there such as poor presentation, inadequate documentation, limited reflection, and so on. Shows promise and, with work, could reach a professional level.
D	You have met the minimal requirements, but there are some flaws, errors, minor omissions, small bugs, poor presentation, limited functionality, weak analysis, careless design, and so on. Acceptable as the work of a beginner, but would take a lot of work to reach a professional level.
F	Below that, it's a fail—things that don't work, are poorly presented, inadequately covered, skimpy, derivative, unreflective, buggy, uncritical, and so on. We do not want anyone to present us with work that is at this level or below as it is depressing for all concerned—please avoid it! We have designed the process to reduce the likelihood of this happening, but if you are concerned that your work might fall into this category, talk to your tutor about what you can do to lift it higher.


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Your Website

For every unit, you will be creating products, including both design documentation and code/content for your website. This is the place that you will most clearly be able to demonstrate your competence. However, your final grade, as noted earlier, also depends on completing the reflective learning diary entries for each unit and especially on mapping your activities to the course learning outcomes.

Up-to-date information on accessing your web space for this part of the course is available on the Landing

Disclaimer: A Note of Caution

As well as sharing your website and (optionally) other work with the whole world, you will be expected to visit and sometimes engage with other sites over which we have no control. We advise that you exercise good sense and caution in dealing with these. Even when we have linked to them from within the course and hence given a tacit recommendation, the fact that we have no control over their content makes them as potentially risky as any site on the Internet.

☞Be especially wary of parting with personal information, and pay close attention to the contents of terms and conditions as well as privacy policies on such sites.

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Your Learning Diary

Simply showing your competence through the code you produce is only part of the learning process. We require that you write reflections on the process of learning and products you are creating in your learning diary at least once in every unit, before moving on to the next unit: **do not move from one unit to the next without completing your learning diary.**

Because it is a vital part of the learning process as well as being very important in assisting the marker to understand what you have done and why you have done it, a lot of marks will be deducted for not doing the learning diary at all, and marks will be deducted for moving on to the next unit before completing your diary entry.

Warning: Failure to write the learning diary for any given unit will result, automatically, in the loss of 50% of the marks received for that unit. Submitting a learning diary entry late (i.e., after starting work on the next unit) will result in a reduction in marks for that unit of 10% for the first unit skipped, 20% for the next, and so on in 10% increments up to a maximum of 50%. Furthermore, more marks will almost certainly be lost because the marker will not always be able to identify the evidence that you have met the learning outcomes by simply looking at your code. Note that there are occasions where you will have to wait for tutor feedback before submitting your next piece of work and that you should *not* attempt to submit your next unit's work until that feedback has been received and, if necessary, acted upon. This is to ensure that you do not attempt too much or too little for any given unit.

How to Develop Your Learning Diary

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The learning diary will be created as a set of blog entries on Athabasca Landing. Completed at least once per unit, it should minimally

- describe briefly what you have done as work for that unit.
- describe the rationale for what you have done, relating your work explicitly to the personas and scenarios you developed in Unit 1.
- for each learning outcome for the unit, explain how you have met it, with reference to the content that you produce (typically your code or other design artifacts).
- explain and analyze what went well and what didn’t.
- describe what you would do differently if you had to do it again.

There may be additional requirements for each unit—for example, to provide design documentation and

rationales for the work you have produced.

The tutor who marks your portfolio will use your reflections in the diary to interpret what you have done and to guide him or her to the aspects that are of interest. This means it is vital that you put significant effort into doing this, and it is vital to do so before moving from one unit to the next.

Your diary is also a good place to record ways that you have helped others on the course, such as in providing hints, direct help, contribution of links and wiki pages. You may use these contributions as evidence of having met the learning outcomes for the course. For example, helping someone to understand a problem with coding a loop might be used as evidence that you yourself have competence with loops.

The Landing allows you to choose to share some, or all, of your diary with others and allow comments on it. If others have done the same, you may add comments to theirs. Contributing in this way may also be used to provide further evidence of success on the course.

Some Help with Making Reflections

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If you are not used to formally reflecting on the learning process, this may be a little daunting at first. There are many ways to reflect on the work that you have done, and you are welcome to explore a variety of approaches. If you are stuck for ideas, then these leading questions may help you to find aspects of the experience to reflect upon:

- What aspects of these tasks were most difficult for you, and why?
- If you had to do the tasks again, what would you do differently, and why?
- How did your previous experience help and/or hinder you in completing the tasks?
- What was the most surprising thing that you learned?
- What was the most useful thing that you learned?
- What did you learn about yourself as a result of completing these tasks?

Sharing Your Work with Others

You are strongly encouraged to share your work with (at least) other members of the course, and to look at and comment on theirs. Help given to others is help given to yourself because you can use such interactions as evidence of having met the learning outcomes. However, if you would prefer not to share, you can still be successful. We provide a solid technological means on the Landing for you to keep at least part of your work private, although the website that you will create will be available to the public, though not, unless you wish, advertised by us.

Using the Blog for Reflections

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We would like you to keep your reflective learning diary in the form of blog posts within the course group on the Landing (see "Using Athabasca Landing" under **Getting Started**). These can be as private or public as you like as long as (at least) the course tutor can see them. Normally they are best shared with only the course group, but it is up to you, and you are welcome to make them more public if you wish. Please note that the default permissions on the Landing allow all logged-in users of the site (not just this group) to see what you have done, but your work will be invisible to the general public.

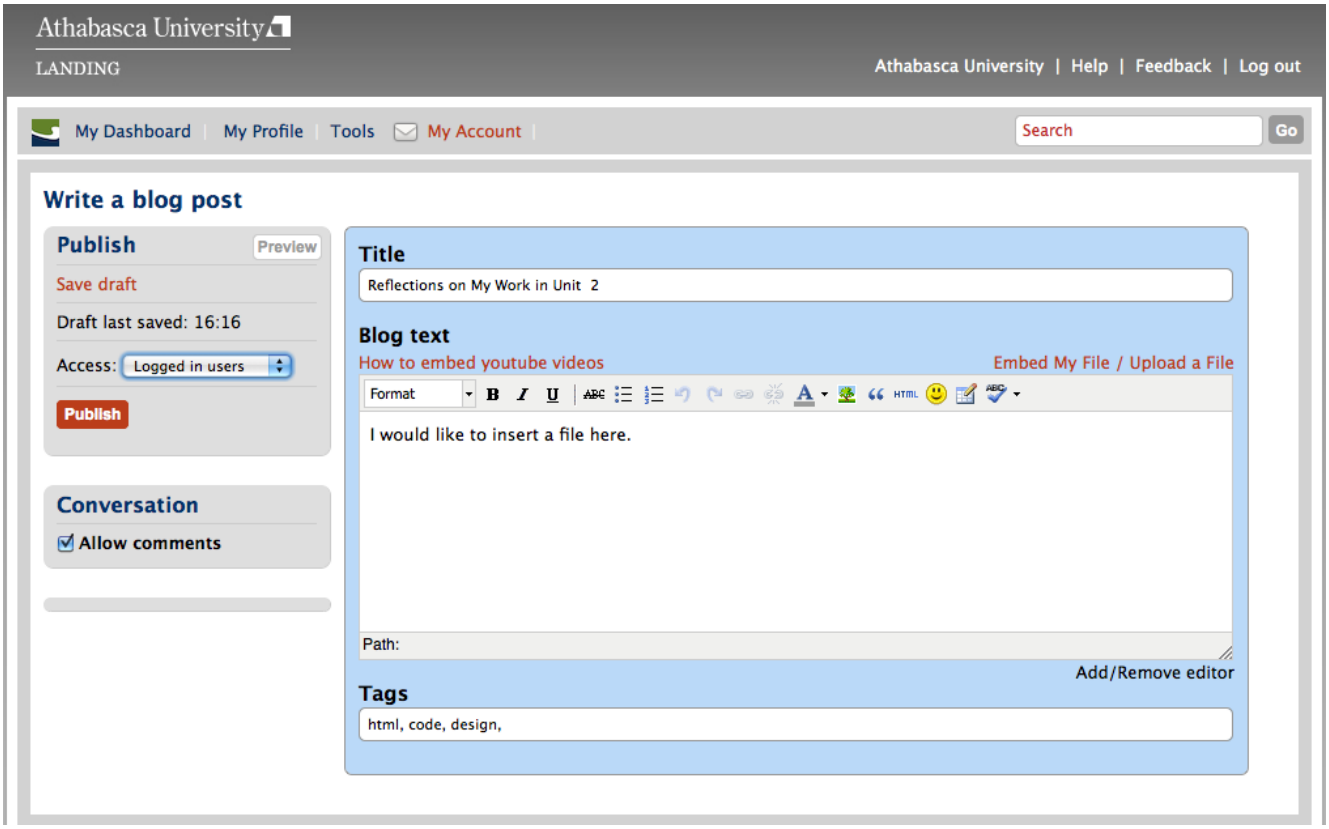
☞**Note**: when writing your blog entries, it's a good idea to save as you go along, unless you are pasting your reflections from a local document: there's a link at the side of the editing screen to do that. By and large copies are automatically saved every few minutes anyway, but it's worth adopting the same kind of discipline for this as you would when working on a word-processed document, saving often.

Adding Files

There are two main ways to add files such as images and PDF documents to your blog. The first is to use the Files tool, but we will ignore that because the second method, embedding directly via the rich text editor used for posting and commenting, is simpler, and the results are the same.

When editing a post, you will notice that there is a link above the editor labelled Embed my file/ Upload a file.

- First of all, place your cursor where you wish the file to be inserted. If the file is an image (or some other type of file) it will be embedded in the HTML of your document; otherwise a link will be added in the text to download the document.
- Click the Embed my file/ Upload a file. link. This pops up a panel which allows you to select an existing file or, in another tab, upload a new one.
- If you have already uploaded the file, simply select it.
- If you have not already uploaded a file, select the Upload a file tab, select the file you want to upload from your local file system, give it a title, a description and tags as appropriate, and save it. The file should be uploaded to your space on the Landing, and you should now be able to select the file for insertion.



Please be aware that there is a limit to the size of files you can upload, and your storage space on the Landing may be restricted. Except under very unusual and exceptional circumstances (in which case you should contact your tutor), if the file is too large to upload then you should make it smaller: anything larger than the upload limits of the server is almost certainly too large to meet the requirements for any of the units for this course! Because you are creating web content, and such content is intended to be browsed by people on the Internet who may not have powerful machines and fast connections, large files are a clear sign that something has gone wrong in almost all cases.

Setting Permissions

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As long as the rest of the group can see what you are sharing, we do not mind what access permissions you set for things you share. As a member of the group, you may set access rights to only the group if you like, but you are more than welcome to share with all logged in users or even the general public if you prefer: it's up to you. This is true for every post, every bookmark, every page you create, and more.

The only times you don't have that control are when commenting on what someone else has posted (in which case the permissions they set apply) or when posting to the Wire, which goes to everyone on the site.

Special Note on Private Reflections

You may occasionally wish your reflections to only be seen by the tutor, especially if they are of a private or personal nature. The process is a little more complex for this than the usual sharing options, but once you have set it up, you won't have to do so again.

To set up private sharing with the tutor:

1. Find a picture of the tutor (there is probably one on the main COMP 266 group page, under 'Group Members'), click on the small triangle in the corner of the image, and select "Follow this person."
2. From the 'Circles' panel that pops up, enter a name that you will recognize and remember, e.g., "COMP266 tutor." in the field on the form. This will create a circle by that name with your tutor in it that you will be able to use to set access permissions in future.

From now on, whenever you add anything on the site you will be able to use this circle to limit access to only you and your tutor.

You can manage your circles from the 'Your Network' menu, then selecting 'Your circles (people you follow'. You may, for example, add someone else to the circle such as the course coordinator or, should your tutor change, a different tutor.

Note: you may occasionally see reference in these or other notes to 'collections' - this was the previous name given to circles on the Landing.

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Mapping Your Activities to Outcomes

Whether you have created both the products and learning diary successfully or not, **you will not get any marks unless you explicitly map your achievements to the learning outcomes of the course**. We provide you with a template below that you can use for this.

Please note that we will only give marks where you have explicitly identified work that demonstrates your competence: if you haven't told us what you have done to meet a given outcome, it will not be considered.

You are welcome to point to the same evidence for more than one outcome, if this is appropriate, but please try to be as specific as possible—for example, if you tell us that a very large page demonstrates your ability to use loops, but the loops in question occupy only a small fraction of it, then there is a good chance that you will not get the marks you deserve because they may well be missed by the people marking your work.

As part of the mapping template, we require that you self-assess your work to provide a grade that you believe to be appropriate. This is part of the learning process and will not determine the grade that you will receive. Where a marker agrees with your self-assessment, the mark will stand. If the marker disagrees with your self-assessment, he or she will provide a reason for the disagreement as feedback.

However, if there is a large discrepancy between your self assessment and that of the tutor, it may hint at a failure to meet learning outcomes, so we recommend that you be as careful and honest as possible when providing this: it's an opportunity for you to think long and hard about what you have done and to correct any problems that you identify as a result. Do not undersell or oversell yourself if possible.

Recommended Procedure

TOP

Just as you make at least one learning diary entry for each unit, plan to work on mapping outcomes for each unit as you go. This will make the job much more manageable. You can make this the last item to work on after you have completed every activity for a given unit, or you can make note of your progress as you go. Just be sure you do not leave it all to the end of the course. At that point it will have become a large and difficult project—if you record the outcomes consistently as you proceed through the course, you will find it is entirely doable.

Check your diary, your website, and the optional activities you have completed for the unit—that is where you will find the evidence that you have met the outcomes. Be thorough. Don't make the marker guess what you did. Spell it out, and provide links to the evidence whenever possible, explaining exactly what you want the marker to pay attention to.

The template below provides

- for each learning outcome, a field for you to describe how what you have submitted meets the outcomes. This should be sufficiently detailed that the person marking the work will understand how you have met the outcome and be able to find the evidence easily. You should provide URLs and/or references to your submitted work for each piece of evidence that you provide. Please be as specific as possible: in most cases you should tell us where to look in a file, not just the name of the file in which it is found.
- for each learning outcome, your own self-assessment of the grade you feel you deserve, with supporting notes if necessary that explain your reasoning. If the tutor agrees with your assessment, no further comments will be provided. If the tutor disagrees, the tutor will justify the reasons for the difference of assessment.

Bear in mind that we will also be reading your reflective learning diary when looking for evidence, so it would be sufficient in many cases to refer the marker to the appropriate entry in your learning diary, where you have already used that to map learning outcomes.

There is no need to include all of the attached files as long as these remain available on the Landing, unless they contain significant documentation not shown in the diary itself (for example, diagrams that have not been included as images on your page).

Click here for an expanded explanation of the course outcomes.

Click here for a Word version of the template.

Click here for a PDF version of the template.

TOP

Learning Outcome	Evidence of Meeting the Learning Outcome	Your Own Assessmentof the Grade You Believe Would Be Appropriate	Tutor's Justification of Grading (optional)
Apply a structured approach to identifying needs, interests, and functionality of a website.		A, B, C, D	
Design dynamic websites that meet specified needs and interests.		A, B, C, D	
Write well-structured, easily maintained, standards-compliant, accessible HTML code.		A, B, C, D	

Write well-structured, easily maintained, standards-compliant CSS code to present HTML pages in different ways.	A, B, C, D
Use JavaScript to add dynamic content to pages.	A, B, C, D
Critique JavaScript code written by others, identifying examples of both good and bad practice.	A, B, C, D
Select appropriate HTML, CSS, and JavaScript code from public repositories of open source and free scripts that improves your site and that enhances the experience of site visitors.	A, B, C, D
Modify existing HTML, CSS, and JavaScript code to extend and alter its functionality, and to correct errors and cases of poor practice.	A, B, C, D
Write well-structured, easily maintained JavaScript code following accepted good practice, including	A, B, C, D
• general appearance and form: commented, properly laid out, appropriate capitalization	A, B, C, D
• structure: modular, using functions and objects effectively	A, B, C, D
• standards-compliant	A, B, C, D
• accessible	A, B, C, D

Write JavaScript code that works in all major browsers (including IE, Mozilla-based browsers such as Firefox, Opera, Konqueror, Safari, Chrome).	A, B, C, D
Effectively debug JavaScript code, making use of good practice and debugging tools.	A, B, C, D
Use JavaScript libraries (e.g., JQuery) to create dynamic pages.	A, B, C, D
Use JavaScript to access and use web services for dynamic content (AJAX, JSON, etc.).	A, B, C, D
Overall	A, B, C, D


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Additional Evidence

Optionally, you may contribute back to the learning community for this course on the Landing and even external sites by providing links, comments, and discussion posts. If you do this, you may use these contributions towards the evidence of having met the learning outcomes for the course. We strongly encourage this as it both helps you and helps others. You should note that this is a highly time-efficient way of providing extra evidence of meeting learning outcomes because it contributes to your learning process as well as gaining you marks. We strongly recommend that you record such help given or received in your learning diary—it will make it much easier to collate it all for the portfolio, saving you effort at the end.

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Getting Feedback as You Go

There are several points along the way at which you may receive formative feedback and guidance from your tutor to ensure you are heading in the right direction. Note that your tutor may require further work or amendments of your work before you may continue. This is to ensure that you do not attempt too much or too little to succeed.

We also provide guidance in each unit that should help you to assess your own work to ensure that it meets the intended learning outcomes.

You will sometimes be able to see what other students have done so that you can compare your work with theirs. Note, however, that marking is based on quality criteria, not on comparisons with others. If you all are equally brilliant, you all will get equally brilliant marks (and, conversely, if all are bad, all will get bad marks!).

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Final Submission of Work

We would like you to submit four things in a single archive file (zip format preferred, or gz or tgz acceptable), which together will constitute your portfolio of evidence:

1. a full copy of your website, including all of its folders. For ease of navigation, we would prefer you to create this in a separate folder within the archive file.
2. a single PDF file containing all of your learning diary entries.
3. a consolidated mapping document, providing a mapping between the evidence you have supplied and the learning outcomes of the course. This document should also contain hyperlinks pointing to the original sources of the evidence you have supplied and/or details of how the tutor may access these online. The template is available in the "Mapping Your Learning Activities to Outcomes" section of this unit.
4. (optional) if relevant and not already covered in your learning journal, a single PDF file containing other supporting evidence—for example, copied and pasted discussion posts, shared bookmarks, and comments on other people's blogs.

You will upload the single archive file to the Portfolio link link on the Moodle course home page.

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Getting Started

You will be working in three places for COMP 266: the Moodle course site where you are now, the COMP 266 Group on the Athabasca Landing, and the SCIS web space where you will build your website.

Moodle provides the course notes and instructions, as well as some self-test quizzes and the Portfolio link where you will submit final course work. In the Landing COMP 266 Group, you will share your reflections, discoveries, code, opinions, and feelings with others. You will have complete control over how much or how little you share and with how many people. As you progress through the units of the course, you will build a fully functional website in your allotted SCIS space.

Contacting Your Tutor

You should plan to post most course-related questions for your tutor to the discussion forum in the COMP 266 Landing group. You will want to use email if it is a very specific or personal matter.

You can expect a reply to your posts from your tutor within 2 working days. Work that you are required to submit at certain points in the course will normally be returned with feedback within 8 days.

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Using Moodle

You are using Moodle now. This is the Moodle course site for COMP 266. If you need help, see http://orientation.lms.athabascau.ca/.

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Using the SCIS Web Space

To get your own web space to use for COMP 266, you will need to send a request via a web form at https://triton2.athabascau.ca/html/scis/scisprog/scisprog_request/ which requires your usual AU sign-in credentials.

The student project server documentation is located here: http://scis.athabascau.ca/virtualhelpdesk/topics/student_project_server/

Documentation for SSH/SCP is here: http://scis.athabascau.ca/virtualhelpdesk/topics/connecting/

Further and current information can be found in the Landing group at https://landing.athabascau.ca/pg/groups/40166/comp-266/. Updates will be posted here: https://landing.athabascau.ca/pg/pages/view/99522/accessing-your-web-space-at-au. Note that you will not be able to see the group until you log in to the Landing using your AU sign-in credentials.

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Using Athabasca Landing

At the start of this course you should log in to the Landing (http://landing.athabascau.ca) using your usual AU ID and password, set up a profile (if you have not already done so), and join the COMP 266 group at https://landing.athabascau.ca/pg/groups/40166/comp-266/. Note that you must log in before you can see this group—we have intentionally made it invisible to anyone outside AU. If there appears to be no noticeable content, then you are probably not logged in.

☞**Note:** The group for this course has been set up to be closed, which means only people who have been invited or admitted by the group owner (your tutor) are able to get to it. If your tutor has not invited you (usually because he or she may not know your ID until you make it known), then you will need to request group membership—there's a link for that at the side of the page. Once the tutor has approved your request, you will be able to access the course group and all of its resources.

The COMP 266 group has, amongst other things, the following facilities:

- a place to post your blog entries for your learning diary
- a means to share bookmarks of useful sites with others (and to find such sites)
- a wiki-like tool, which can be used to create pages of useful hints and ideas together. Here you can discover the pages being created by other members of this course as well as frequently asked questions and current information that may help you to be more successful on the course.

The Landing is where we require you to create your reflective learning diary and also a place for sharing and interaction. Sharing and interacting is largely optional on this course, but we highly recommend it. We think that there are few better ways to learn than to teach, so it is very useful to help others. And, of course, being helped by others can help you work through problems more quickly than doing it yourself or waiting until the tutor is able to answer your questions. Everyone wins.

Because every student will be doing something a bit different from every other, there is no harm in sharing your work with others and, as a notable benefit, you can learn from each other and get a better sense of how you are doing by comparing what you have done with what others are doing.

This is a completely non-competitive environment: we use absolute, not relative, criteria when marking, so the fact that everyone is brilliant does not mean you have to be even more brilliant to succeed! However, we do hope that you will inspire each other and get ideas from each other that will make everyone's work even better than it would otherwise have been. And, if you find things that could be improved, don't be afraid to make suggestions or offer help: you can use those suggestions and help as part of the evidence of having achieved competency in this course.


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Access Control

When you post things to the Landing you can choose precisely who can see them, from just yourself to the whole world. The default for every post is that it can only be seen by logged-in users: in other words, members of Athabasca University and its formally invited guests. However, there are two other permissions that are likely to be of interest to members of this course: *group* and *collection*. For any *group* of which you are a member, you can choose to allow only members of that group to see your posts. This will be the norm in this course: we would like you to share your work with others on the COMP 266 course.

However, we do not enforce this. If you really do not want to share with everyone, you may instead choose to share your work with only the tutor. To do this requires you to a) choose to follow your tutor on the Landing and b) create a *circle* containing only your tutor. A circle is a kind of personal group that you can create for very fine-grained control over what you share. (See “Special Note on Private Reflections” in the **Your Learning Diary** section of this unit.)

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Setting Up Your Profile

There are many fields available to you to fill in for your profile such as interests, contact details, courses you are taking/have taken, likes, dislikes and so on. You don’t have to fill in any of these and, if you do, you can make the information as public or as private as you wish.

Your name and avatar are the only things that are available to the whole world but you can anonymize both of these if you wish. To change the name that is visible to the world, choose 'My Account' from the menu. Please choose something that your tutor will be able to identify and/or tell your tutor if you think he or she may not know who you are from the name that you provide. Please note that your email address, that is also editable in this menu, should always point to your real email address and that this address is never shown to anyone else on the Landing apart from administrators. It is vital that you use a real address for this as, otherwise, you may not receive important notifications from the system.

We do strongly recommend that you include a photograph of yourself or at least some distinctive icon or avatar to represent you as we (and others) have found this helps a lot in forming a closer learning community. If you don’t want to share other information about yourself further than this course, once you have joined the course group you can set permissions so that only this group can see it, but otherwise we suggest that you at least make it available to logged in users.

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Once You Are a Group Member

Do spend time exploring the group area. It may not be the most intuitive or immediately easy-to-use system that you have ever come across: the Landing is a complex general-purpose social site that is rich in functionality and tools, so it is worth putting in a little effort to learn how it works. Some things will be familiar if you have used a social networking system like Facebook before; others will seem strange and may not be what you are used to.

Take the time to get to know it, and do feel free to explore beyond the course group. Note that, if you do get lost, you can usually find your way back easily enough by selecting **Groups** from the menu then **Groups you belong to** and navigating through your groups till you find it. Once you are more familiar with the site, you can set up your own profile or dashboard to contain a widget that points to the group, which is probably the easiest way to avoid getting lost, or you can set up a bookmark/shortcut in your browser to take you directly there if you prefer.

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Tools

Zip Compression

Almost all modern operating systems provide the means to compress files and folders in a zip format. In almost all operating systems, right clicking on a folder/directory will provide the option to compress or zip that folder. The resulting compressed file can then be uploaded to the course site.

PDF File Creation

Mac and Linux users will generally be able to print directly to a PDF file. Windows users may use one of many free or cheap utilities, including

CutePDF (free)

Ghostview/GhostScript (free, open source)

Adobe Acrobat (commercial)

Debugging

Most browsers have some basic support for JavaScript debugging built in.

Firefox (all platforms)

Safari (Mac and Windows)
In your advanced preferences, enable the Develop menu. This provides a host of useful and powerful tools for debugging and checking your HTML, CSS, and JavaScript code.

Chrome (all platforms)

Internet Explorer (Windows)

Konqueror (Linux only)

Add-ins for Firefox

Venkman

Web Developer toolbar

This provides a host of useful tools for the web developer and is highly recommended for all students on this course.

Firebug

Similar to the web developer toolbar.

Please share any good tools *you* find on the Landing.